continue their courses in Mechanical Engineering, Forest and Agricultural classes.

The Government may be pleased to give more scholarships to the deserving poor students with a view to improve Agriculture and Industries in the State.

*Mr. Chennakesaviah.*—Education is backward in the Malnad. School fees must be abolished. Some scholarships should be given to malnad students.

*Dewan.*—You may refer the matter to the Malnad Improvement Committee and if they say that some money may be earmarked for scholarships, Government will consider the question.

*Mr. Srinivasa Rao.*—When the District Board said that some money must be earmarked for scholarships Government vetoed the proposal.

*Dewan.*—Government will reconsider their decision in connection with a scheme now under consideration.

SUBJECT No. 100.

(1) S. S. L. C. and Entrance merit scholarships.
(2) Scholarships to poor students.

Messrs. S. R. Balakrishna Rao, Shimoga Taluk; A. Ananthiah, Nagar Sabha; C. Subba Rao, Shimoga District Board.
(2) Mr. Krishnappa, Closepet Sub-Taluk.

*Summary of discussion.*—(1) There are a very few merit scholarships for the Secondary School Leaving Certificate students. Some new scholarships at least 20 for the Secondary School Leaving Certificate men and 15 for the University Entrance men may be instituted.

(2) Scholarships may be liberally given, so that poor people of all classes may derive the benefits of education.

*Mr. Ananthiah.*—More freeships should be given to the students coming from malnad for higher arts courses and also for the Mechanical Engineering and Agricultural courses.

*Mr. S. R. Balakrishna Rao.*—In the general scheme now before Government, the malnad should be kept distinct from the maidan and more scholarships given to the malnad students.

*Dewan.*—This suggestion is noted for consideration with a scheme now before Government.

SUBJECT No. 101.

Scholarships to Brahmin students.

Mr. K. Ramanna, Sidlaghatta Municipality.

*Summary of discussion.*—Several boys of the brahmin community have discontinued their High School education owing to poverty. The Government of His Highness have offered great facilities for the education of children of all communities for the advancement of the country but the help given is not enough. The brahmins have made education their chief means of livelihood. Special scholarships may therefore be granted to students of this community, as to those of backward communities.

*Mr. K. Ramanna.*—There are many poor brahmins in villages who know no trade or industry and their

children have in most cases discontinued their studies very early for want of means. These people all look to H. H. the Maharaja as their protector and should be helped as well as any other poor people. Scholarships similar to the backward communities' scholarships may be given to them to enable them to earn their living in later life.

*Mr. B. Narasinga Rao* supported the proposition. He said that headmasters were afraid of granting freeships to deserving brahmin students—because they are brahmins.

*Dewan.*—Merit scholarships and freeships should provide for such cases.

SUBJECT No. 102.

Scholarships to Mahomedans to attain proficiency in religious studies.

Messrs. H. Krishnasastry, Venkatasubbiah and Sambugowda, Krishnarajpete Taluk.

*Summary of discussion.*—Liberal scholarships may be awarded to mahomedans qualified as moulvis to proceed to Lahore and attain further proficiency in '*Moulvi Aulum*' and '*Moulvi Fasil*' examinations.

*Mr. H. Krishna Sastri.*—Mahomedan Moulvis should be given liberal scholarships to go to Lahore to attain further proficiency in '*Moulvi Fasil*' and '*Moulvi Alum*' examinations.

*Dewan.*—Can you not improve and encourage the local moulvi school?

*Mr. Abbas Khan.*—An experiment may be tried by sending a few competent mohomedan moulvis to Lahore and on their return they may be posted to the local schools.

*Dewan.*—One scholarship has been sanctioned to a moulvi to go to Lahore. If it is found useful, we shall sanction another later. The question of improving the local moulvi school will be considered.

SUBJECT No. 103.

(1) English teachers for Urdu Schools.

(2) Converting all Hindustani Schools, into Anglo-Hindustani Schools.

(1) Mr. Syed Abdur Rasheed, Anjuman Mahadevia, Dairatal Islam, Banuur.

(2) Mr. Syed Khaja Peeran, Muslim Association, Tarikere.

*Summary of discussion.*—(1) English teachers may be appointed in Urdu Schools in all Municipal towns.

(2) Orders may be passed converting all Hindustani schools, into Anglo-Hindustani schools.

*Dewan.*—Teachers are not available. We shall try to help you as far as possible. Will you be content with hindu teachers and inspectors?

*Mr. Abbas Khan.*—Yes, certainly.

*Reply of Government.*—That is noted. The subject will be referred to the Inspector-General of Education for taking action as proposed.

SUBJECT No. 104.

Special English Class for training students who have passed the Kannada Lower Secondary Examination.

Mr. B. V. Narayana Rao, Hosdurga Taluk.

R.A.

*Summary of discussion.*—Students who pass the Kannada Lower Secondary Examination from village schools have to pass through all the english classes of A.-V. Schools for four years to appear for the English Lower Secondary Examination. A special english class